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2015

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**Interaction on Facebook and Digital Self Presence**

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**Interaction on Facebook and Digital Self Presence**

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**Thesis**

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

**Master of Arts**

**The University of Texas at Austin**

**May 2015**

## **Dedication**

I dedicated this to the end of my schooldays, everyone with me during this time, and everything as beautiful.

## **Abstract**

### **Interaction on Facebook and Digital Self Presence**

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Set within the context of Facebook, this study explores how the digital self is presented through wall posts, comments, photo posts, and shared content. Using Social Identity Theory, Impression Management and Digital Identity Theory, this study examines how digital identity impacts perceptions of on online advertising. Thus, this study examines how interactions on social media differ from interactions experienced in real-life through frequency and content.

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## **Chapter 1: Introduction**

As the most popular social network globally, with 757 million daily active users, the Facebook (FB) user community has grown exponentially through the expansion of friends network (2013 Facebook Annual Report). With mobile devices allowing constant wireless connectivity, the line between an individual's online and offline lives has become blurred (Elwell, 2013, p. 233). Due to constant contact, social media is playing a significant role in identity development. Simply, different social contexts naturally produce different traits within individuals, which serve to build a unique identity. Recently, research suggests that 40% of people worldwide have both an offline and online identity (eMarketer, 2014). Thus, when exploring the construction of the human self, the "digital self" should be added to this evaluation.

The idea that people possess multiple identifies is important in sociology and psychology. Social Identity Theory (SIT) (Tajfel and Turner, 1981) states that people compare themselves to groups they belong to when seeking identity cues; however, this identity varies with circumstances. Conversely, Impression Management (Goffman, 1959) distinguishes desired identities under different social environments due to a conscious effort. Recently, Digital Identity Theory (Davidson, 2012) provided a new framework for understanding the role of social media in creating an individual's digital identity. The current research will use SIT, IM, and DIT as the theoretical framework for contrasting the real- and digital-self.

That is, this research explores how social media users present themselves through wall posts, comments, shared content and photo posts, and to what extent these behaviors reflect a digital self that differs from the real-self. Simply, social networks, like Facebook, are changing the interaction process and identity creation in the digital world. This study seeks to compare the presentation of the digital- and real-self on Facebook. As a result, while the findings are not generalizable, this research will provide marketers with a better understanding of whom they are talking to on social media, offline or online self.

Chapter one is a brief introduction of this study, Chapter 2 introduces the background knowledge about digital environment, self and digital creation on Facebook, Chapter 3 addresses the theoretical framework composed by SIT, IM, and DIT, Chapter 4 proposes research questions and hypothesis, Chapter 5 and Chapter 6 show the measurements and results of Facebook and real-life interaction, Chapter 7 discusses results providing insights for research questions and hypothesis, also limitations of this study and suggestions for future research.

## **Chapter 2: Literature Review**

The literature review begins with an overview of digital identity, followed by a discussion of important distinctions between the digital- and real-self. Given the unique attributes of Facebook, the literature review assesses the construction of digital identity within such an environment.

### **Overview of Digital Environments and SNS**

The definition of digital environments emphasizes the attributes of virtual presence and impact of mental activities (Brown & Tuten, n.d.). Brown and Tuten suggest that a Computer Mediated Environment (CME) is a “new world designed by individuals using computers and programming scripts,” and “where anonymity reigns and characteristics can be controlled by whim or desire” (Wood & Solomon, 2009, p. 63). By nature, CME is a computer-generated environment, which exists in an individual’s mind in contrast to the offline world in which he or she lives (Lam, n.d.).

Belk (1988) proposes the concept of the extensive-self in which an individual, intentionally or unintentionally regards his possessions as parts of himself. However, over time, technological changes have impacted the way people communicate and present themselves. For example, within digital environments, people increasingly interact to work, shop, learn, and entertain, and in some cases replacing social and market interactions formerly conducted in real time between individuals (Schau and Gilly, 2003, p. 385).

Although the virtual world is more psychological than physical, it is connected to the real-world closely because digital technology is increasingly built into the architecture of the everyday life. Smart phones, tablets, and other wirelessly connected mobile devices decrease the distance to the self, meaning, identity takes shape in the space between online and offline. Moreover, offline identities are tied to the online self within social and commercial contexts. Digital technology is designed to both anticipate and trigger people's needs and desires (Elwell, 2014, p. 235). For example, users can find advertising placement on Facebook about commercial products they have been searching online, and probably click on it and buy.

Social Networking Sites (SNS), such as Facebook, are Web-based systems that allow members to connect with other members with similar interests, and their connections and interactions are public (at different levels based on privacy settings) to other members (Kittinger, Correia & Irons, 2012, p. 324). Rui and Stefanone (2013) argue that while in older CME, most available information is self-provided (e.g., users have control over the information they use to strategically present themselves), today's social network sites are defined by publicly available user-generated content. For example, without strict privacy settings, users can post publicly accessible messages on other's profile pages, as well as tag and identify photos of others (p. 1287). SNSs typically provide users with profile space where they can upload content (e.g. photos, music), messaging in various forms, and connect to other users (Joinson, 2008, p. 1027).

## **Digital-Self and Real-Self**

Real- or “true-self” consists of “qualities that an individual currently possesses but does not normally express to others in everyday life” (Seidman, 2013, p. 367–368). More complicated than real-self, the term “digital-self” has several synonymous terms: self in a digital age (Belk, 2013, p. 478), online identity (Zagorski, 2013, p. 4) and virtual identity (Koles and Nagy, 2012). Belk (2013) built the concept of digital self with an extended self-formulation, which posits that the self-construct is made up of material possessions. These possessions are comprised of not only cues about self, but also markers for individual and collective memory (p. 478- 487). Koles and Nagy (2012) view virtual identity as complex, dynamic, and flexible, and the formation of the digital-self is a key issue in understanding this conception. Similarly, Zhao (2005) argues that the digital-self is generated by a unique looking glass in the online world, which is explained by Schau and Gilly (2003) where identities are created through digital appropriation and manipulation of text, images, icons, and hyperlinks to other websites (p. 386).

People can maintain several digital identities and switch between them according to the particular situation. These identities are never monolithic (Elwell, 2014, p. 235). In virtual worlds, individuals are able to maintain different identities based on various needs, work, entertainment, and information collection. This suggests the digital-self is an abstract psychological phenomenon, which must be visualized through the creation process.

The online self is becoming controversial regarding whether it reflects the real-self or a new alter identity. Lam (n.d.) found two types of online self: (1) the extension of the

self from reality and (2) the new self which has no relationship with the real or online self. According to Koles and Nagy (2012), virtual identity may be related to or completely different from one's real life identity. Zagorski (2013) agrees that a psychological space between online identities and real life identities exists, and the Internet has changed the way people interact with each other, adding an element of mistrust by facilitating false and deceptive identities to flourish. That is, it suggests people recreate parts of themselves with which they are unsatisfied. In contrast, Davidson (2012) suggests "the identity created through using social media does not create a different identity that is disconnected from self, but rather a form of self that already exists" (p. 218). However, Davidson's demonstrated that individuals believe their online identity is an authentic representation of themselves with specific rules and new symbols, such as "Like" buttons and abbreviations in language.

Prior research (Davidson, 2012) shows the digital self is built on a specific type of relationship and interactions with others, just like the offline self. It is widely admitted that the Internet has established a new way of interacting. Learning from modern social psychology, the construction of the social self is a virtual reflection of social participation and not a timeless philosophical position. For this reason, the current study focuses on interactions in social media. Research indicates that social media users have strategic goals such as attention seeking (Koles and Nagy, 2012, p. 89). Thus, in order to examine the interaction process in CMC, a virtual identity has to be constructed out of varied motivations. Most users are motivated by social acceptance through the management of their online identities. For example, Zagorski's (2013) research on the modification of

self-traits in online dating found that individuals desire to appear socially acceptable during the creation of their original dating profile. This is partly due to their awareness and insight of their behavior when developing their online dating profile.

### **Digital Self Creation On Facebook**

Facebook (FB), which originated to facilitate social interactions exclusively among college students, now includes more than 49 million users (Pempek, Yermolayeva & Calvert, 2009, p. 230). FB is an online venue where users socialize, construct and manage identities via self-presentation (Lee, Ahn & Kim, 2014, p. 162). Research suggests that people develop and maintain a different digital-self on Facebook because of different personality traits (e.g. extraversion, neuroticism, agreeableness, openness to experience, and conscientiousness) (Lee, Ahn & Kim, 2014, p. 166) and two primary needs: belonging and self-presentation (Seidman, 2013, p. 368). Belonging needs are defined as a user's desire to be accepted through self-presentation. Self-presentation is defined as "a description of oneself that can change based on the intended audience and the context of the social interaction in which one is involved" (Zagorski, 2013, p. 13). Similarly, Rui and Stefanone (2013) defined self-presentation as 'the process of controlling how one is perceived by other people' (p. 1288). On FB, self-presentation is a fundamental method used to connect with and be accepted by others.

The size and diversity of SNSs influence self-presentation, such as when users have larger online networks there may be a heightened demand for communication for the purpose of relationship maintenance and the need to produce more self-provided

information. Although social network users have more control over self-presentation, compared to face-to-face interaction, users cannot tailor their self-presentations absolutely to specific interactions since they are addressing a broad audience (Kramer & Winter, 2008).

Further, Facebook users build a different self by creating a personal profile and uploading pictures as well as communicating with others through posts, comments, and likes (Pempek, Yermolayeva & Calvert, 2009, p. 230). Here, FB user can create a profile to share basic information with acquaintances or non-acquaintances, such as name, hometown, education, marital status and so on. A user can also upload pictures or videos, or be “tagged” in pictures or videos. Further, users can interact by sending private messages, commenting on posts, photos or videos, as well as joining groups or social events pages. Text, photographs, videos, and other multimedia capabilities are provided to facilitate self-presentation (Papacharissi, 2010, p. 304).

Some researchers (Strano, 2008) argue that a Facebook profile is a form of implicit identity construction in which users display digitally shaped photographs representing social norms about desirable personal characteristics. Gender and age influence how people choose the photographs. Here, older users are less likely to change pictures than younger users, because older users have not adjusted to the social norms of social media (Strano, 2008, p. 10). Women are more likely to change pictures because they are more focused on beauty than men. Typically, Facebook users use photos portraying them as better looking, more attractive, or happier than they are in reality.



Siibak (2009) asserts that individuals have three self-domains: (1) the actual self, (2) the ideal self, and (3) the “ought self.” Individuals seek to represent the “ought self,” so they emphasize the attributes they believe a person ought to possess in a certain social situation (Meyer, 2011, p. 8-9). According to Meyer (2011), selective photo posting on Facebook is a behavioral sign of social identity. Data indicates that most females value self-image via management of their photos on Facebook. They care about how they look in photos and will not post those considered unattractive. That said, more than half of respondents untag photos to prevent physically unappealing photos from being seen by employers, family or friends. Research found that 60% of FB users agree that photos they post must be in line with who they are as a person (Meyer, 2011, p. 21).

It is debatable whether a digital self is “true” or “fake” on social networking sites. In recent years, there has been increased interest among researchers regarding FB. Studies have examined characteristics of Facebook users, motivations for use, self-representation and social interactions. Seidman (2013) revealed that those who feel better to express their “true self” online are more likely to form close relationships with others they meet via the Internet. Further, Seidman (2013) examined the relationship between “true self” expression to friends online and the frequency of Facebook behaviors and emotional expression (p. 371). Here, the true self is positively related to the frequency of posting on others’ walls and personal disclosure on their own walls. This indicates that individuals who feel more able to express their “true self” online post on Facebook more frequently and post more personally revealing and emotional content.

In conclusion, the “everywhere” communication technology provides people new way of interacting and impact their interaction behavior. A digital self is presented through interactions in CMEs, especially on social networks like Facebook.

### **Chapter 3: Theoretical Framework**

This study explores how identity is presented on Facebook. Specifically, Chapter 3 introduces 1) Social Identity Theory, 2) Impression Management, and 3) Digital Self Theory to better understand identity construction.

#### **Social Identity Theory**

Social Identity Theory (SIT) emerged in the 1960s and early 1970s during a time of crisis in social psychology. Originating from social comparison theory, which states that individuals understand themselves through the comparison between others and self, Tajfel and Turner (1981) developed SIT to understand how social groups were constructed and their relationships with social reality (Halldorson, 2009, p. 1).

Social Identity Theory is described as a theory of dynamic social construction, which is a representation and expression of group membership and belongingness. Social categories are groups in which members psychologically define themselves as a distinctive social entity (Halldorson, 2009, p. 10). According to Stats and Burke (2000), when a person takes on a group-based identity, they hold uniformity of perception and action. For example, when a professor is in school, he or she acts like an instructor in the way others think an instructor should, however, if he or she is also a parent in a family, the behavior will be more like a father or mother at home. In-group members see each other in a similar way, hold similar views, and in contrast to out-group members (Stets and Burke, 2000, p. 226). Studies show the perception of joining a group is necessary and

sufficient for group behavior (Stets and Burke, 2000, p. 232). Group behavior is a distinctive form of behavior which happens when individuals psychologically connect to social structures through their self-identification. The motivation behind inter-group behavior within a social context is provided by the human desire to achieve or maintain a positive social self-evaluation.

In SIT, social identity is defined by individuals' perception of their social group. Individuals in a group have common attitudes, normative expectations, and rules that guide behavior. The formation of social identity includes two important processes: self-categorization and social comparison (Stets and Burke, 2000, p.225). Self-categorization is defined as "an accentuation of the perceived similarities between the self and other in-group members" (p. 225). Social categories can be ethnicity, class, sex, religion and so on. Moreover, Hogg and Abrams (1988) suggest that the underlying assumption of this accentuation effect is "the consideration of subjective usefulness and practical efficiency guides human category adoption and determines category familiarity" (p. 12). Tajfel (1981) believed the more important categories are to the individual, the greater the emphasis. Nowadays people belong to multiple social categories online, especially on social media. This is often achieved using the "groups" function on FB, which eases identity integration. The group-based identity enhanced social stereotyping in return. Halldorson(2009) revealed that stereotypes are derived from the general cognitive process of categorizing, and the process of self-categorization makes individual's group identity salient (p. 11). The consequence of social comparison was "the selective application of accentuation effect, primarily to those dimensions that will result in self-

enhancing outcomes for the self,” which means it can be the conscious practice of self-categorization. In society, individuals derive their identity from the social categories they are born into, but each person has a unique combination of social categories, so the identity is also unique.

The level of identity salience varies with the contextual change. The term “salient” is used in SIT to describe the activation of an identity in a situation. As described by Stets and Burke (2000), “accessibility” and “fit” make an identity relevant to a situation. Accessibility refers to the readiness of a given category for activation, and fit refers to the congruence between the stored category specifications and perceptions of the situation (Stets and Burke, 2000, p. 230). A social category generally has normative fit when an individual perceives the category defined along stereotypical lines. Social Identity Theory emphasizes that social norms and group norms are key to identity construction. New Internet behaviors have created behavioral norms existing only to online social media; for example, women changing profile pictures more frequently than men (Meyer, 2011, p. 1).

However, individuals present the self not only based on the group they belong to, but also who they are talking to and the situation. This leads to the seeking of Impression Management.

### **Impression Management**

A powerful idea supporting that people act differently across situations is Impression Management (IM). Goffman (1956) believed that in social context human interaction is theatrical performance, and all people perform to give off certain impressions in certain

social situations. Goffman suggested that identity was a series of performances to portray oneself appropriately in certain environments (as cited in Davidson, 2012, p. 65). Scholars suggest two key factors influencing impression management, differentiated by internal and external variables (Rui and Stefanone, 2013). On the one hand, self-presentation is driven by trait-level variables such as individual goals, as well as by contingencies that individuals stake their self-esteem. On the other hand, impression management strategies are contingent on state-level, or social network characteristics such as size, diversity and audience characteristics (Rui and Stefanone, 2013, p. 1287).

Impression Management is a conscious effort to control selected behaviors to create a desired impression on a particular audience (Rosenberg & Egbert, 2011, p. 3). Meyer (2011) pointed out that the theory of self-monitoring is used to measure how an individual works to achieve a desirable self-image (p. 2). Self-monitoring is defined as “an internal process in which a person tries to control the impressions they give off to others as a means of self-presentation” (Meyer, 2011, p. 47). Self-monitoring appears when individuals try to control impressions. High self-monitors are more likely to achieve desired images because they are more concerned with what others think (Meyer, 2011, p. 3).

Many IM studies address the relationship between identity and social interaction. Rosenberg and Egbert (2011) proposed interactions between individuals shape people’s view of themselves, which are reflected in the ways they present themselves during interactions (p. 2). Kramer and Winter (2008) claimed the coming of “Impression Management 2.0.” Here, identity construction on SNSs differs from other online

environments. Users of SNSs have more control over their self-presentational behavior than face-to-face communication, so SNSs are ideal settings for precise impression management (Kramer and Winter, 2008, p. 106). FB users hide behind the screen to scheme who they want to be and then present it online. In terms of IM, Facebook is a stage and users are actors, with which it is easier to create and maintain the online self through information posted, and Like and Share buttons at News Feed (Lee, Ahn and Kim, 2013, p. 162-163). However, the scope of audience is hard to control because the presented self may be received differently than the intended one (David, 2012, p. 214). For instance, on Facebook, your friends can share your posts or photos to friends or friends of friends if your privacy setting is not “only my friends can see my things on timeline.”

### **Digital Identity Theory**

Compared with SIT, Digital Identity Theory is an emerging research subject. Davidson (2012) suggests that Digital Identity Theory (DIT) should be considered an influential element for identity creation, especially within the context of social media. In his study, Davidson looked at participants’ use of role, the self, symbols and audience to understand how a digital identity is created. It resonates with SIT and IM as explicating how the digital self is built.

Role. One person can have many different roles in real life, and each social group can have different roles. Under a specific context, one of the roles can be accentuated (Davidson, 2012, p. 208). For example, in a working environment, a stay-at-home

parent's primary role becomes an 'employer.' The primary role is central in presentation of digital identity. Stets and Berk (2000) stated that the meanings and expectations of taking on an identity vary across persons in the set of roles activated in a situation (p. 227). Since people can access online environments anywhere and at any time, and virtual environments enable communication without physical meeting, it is important to decide which is the primary role they are taking online; however, using impression management theory, the role can be detected from who the user talking to.

Self. As online encounters and interactions become integral elements of society and everyday life, individuals develop unique relations with technology. These relations help users cultivate their sense of self. Pioneering scholars exploring online identity found that CMEs provide users with an ability to express unexplored aspects of self (Koles & Nagy, 2012, p. 89–90). Self in an online world is either a true or false reflection of the actual self. Davidson (2012) found most participants admit to creating a deliberate persona online, which is not inauthentic, but an edited version of self (p. 209-211). While individuals want to highlight their unobtrusive real-life traits online, self-monitoring is still effective in reminding the way they present themselves and alter their online persona through feedback. On Facebook, social expectations from friends are magnified. In other words, SIT is applicable in studying digital identity.

Symbols. Davidson (2012) pointed out that traditional symbols of language, pictures and photographs are still the core of identity creation, but the way they are formed and translated is changed (p. 211). For example, on Facebook, people tend to share pictures of events in their real life. The function of group classification allows users to choose the



audience to share with. To reach specific audiences, a specific language can be used. An easier way to participate in online communication is the “Like” button, and the button can replace the text to express positive feedbacks. Research has shown that college students tend to spread information through “symbols.” (Pempek, Yermolayeva & Calvert, 2009) They inform others about what they are doing by changing their “current status,” they can “tag” or “untag” a friend in a picture, they can post messages and send private messages (Pempek, Yermolayeva & Calvert, 2009, p. 230).

*Audience.* As Social Identity Theory suggests, participants build their ideal self through their interaction with audiences. Individuals present real-life roles online with less control over the diffusion and interpretations, compared to the real world (Davidson, 2012, p. 214). Elwell (2013) advocated, “Everything we do online has an audience” (p.246). Sometimes we know who the audience is, as when you post on your Facebook wall; sometimes we do not, as when your post is shared to strangers from your friends (p. 246).

Davidson (2012) generalized that individuals create online identities “through sharing information about their primary role in life restrained by social rules shared with groups they are talking to” (p. 215). Based on the online identity construction presented above, Davidson proposed a model illustrating Digital Identity Theory (Figure 1). As shown in Figure 1, social media influences identity creation through the audience, and the audience acts on the self directly. Social media like Facebook and Twitter are used to interact with audiences through comments, likes, photographs, video and other ways.

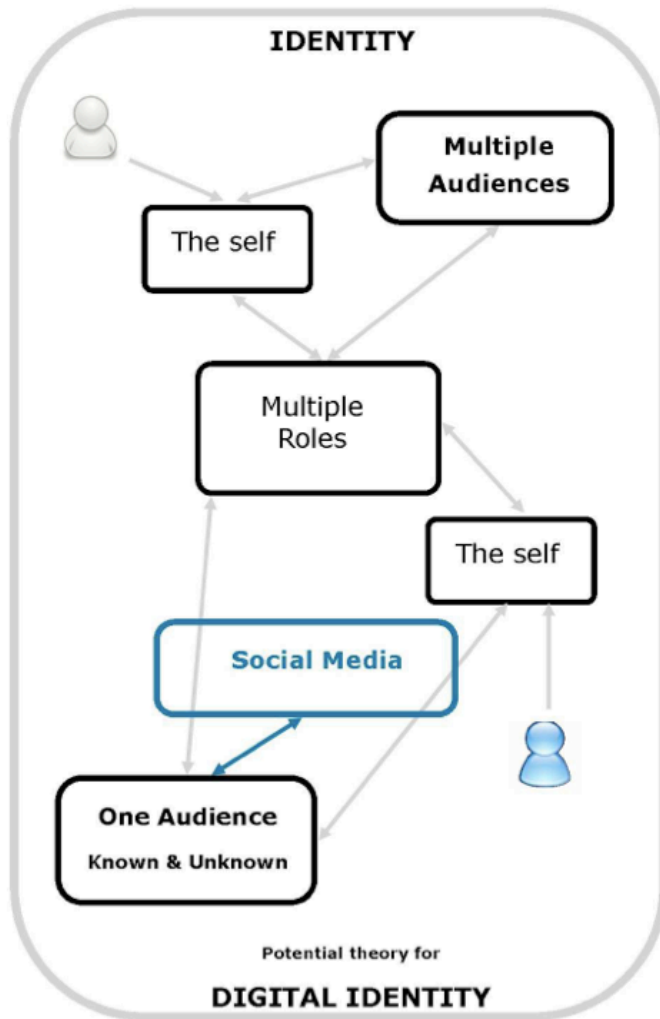


Figure 1. Davidson's Proposed Theory of Digital Identity (Davidson, 2012, p. 223) Grey arrows represent the controlled elements of identity creation while the blue represent the uncontrolled interactions between social media and audience

## **Chapter 4: Hypothesis**

Chapter 4 provides a detailed description of why the study is conducted and states the research questions and hypotheses.

The primary goals of this study are to describe: 1) how participants in this study (i.e., college students) interact on Facebook, 2) how participants in this study (i.e., college students) interact in real life, 3) the difference between these offline and online of interaction, 4) how the authenticity of real-self is reflected through the interaction on Facebook. Based on the background information and the framework presented, the following research questions and hypotheses are proposed:

RQ1: Why do people interact on Facebook?

RQ2: Wall posts, comments, shared contents, and photos, which one will be more likely to appear in real-life interaction?

H1: Facebook interactions will occur at a higher frequency than similar real life interactions.

H2: Digital self-presence will be positively related to (a) wall posts, (b) comments, (c) shared contents, and (d) photos posted on Facebook and discussed offline.

## **Chapter 5: Methods**

Chapter 5 includes the description of sample, procedure, and measures in the survey.

### **Sample**

Data were gathered from 53 male (30%) and 124 female (70%) students from The University of Texas at Austin. All participants were recruited from the Stan Richards School of Advertising & Public Relations participant pool in the Moody College of Communication. Ages ranged from 20 to 32 years ( $M = 23.5$ ,  $SD = .80$ ). Fifty-two percent were White/Caucasian, 6% were African American, 18% were Asian, and 20% were Hispanic. Two percent were graduate students, 6% seniors, 26% juniors, 39% sophomores, and the remaining 27% were first-year students.

### **Procedure**

All participants completed an online survey regarding off- and online interactions with the same person. Participants were required to read and accept an informed consent form before answering questions in the survey. Once accepted, participants were directed to the survey. In addition to (add variables), demographic data was also collected. Once the survey was completed, participants input their UT EID and email address to receive allocated research credit. The survey remained posted for as total 14 days.

### **Dependent Measures**

*Interact on Facebook.* Interact on Facebook was assessed as the extent to which participants intended to interact through Facebook. The measure used a six-point Likert

scale ranging from “Never” (score= 1) to “A Lot” (score= 6) ( $M = 3.95$ ,  $SD = 1.43$ ,  $\alpha = .95$ ). Adapted from Pempek, Yermolayeva & Calvert (2009), items included getting to know people better, getting contact information, communicating with friends on campus/friends not on campus/friends seen rarely, sending or receiving messages, presenting oneself to others.

*Frequency of Facebook Interaction.* Frequency of Facebook interactions were assessed based on how many times on average participants interacted with their reference subjects “within the past week” on Facebook. Items ranged from 1 time (score= 0) to daily or more (score= 7) ( $M = 4.7$ ,  $SD = 1.36$ ). For reference subjects, participants were asked to think of one friend they communicate with on Facebook. This person would serve as the reference point for all interaction questions (online and offline).

*Frequency of Real-life Interaction.* Frequency of real-life interaction was assessed based on how many times on average participants interacted with their reference subject “within the past week” offline. Items ranged from 1 time (score= 0) to daily or more (score= 7) ( $M = 3.3$ ,  $SD = 1.50$ ).

*Offline Wall Post Discussion.* Offline Wall Posts Discussion was assessed based on the extent to which participants talk about a type of Facebook post during a real-life interaction. The scale was adapted from Naaman, Boase & Lai (2010). Each wall post type was scored on a seven-point Likert scale anchored by “Very Unlikely” (score = 1) and “Very Likely” (score = 7) ( $M = 3.36$ ,  $SD = 1.54$ ). Items included general information, self-promotion, opinions/complaints, statements and random thoughts, what I am doing

now, questions need to be solved, presence maintenance, anecdotes of myself, and anecdotes of others.

*Offline Comment Discussion.* Offline Comments Discussions measured the extent to which participants commented on Facebook-relevant items during a real-life interaction. The commented scale items were adapted from Ross et al. (2009). All items were measured on a seven-point Likert scale anchored by “Very Unlikely” (score = 1) and “Very Likely” (score = 7) ( $M = 3.63$ ,  $SD = 1.21$ ). Items included the participants’ posts, videos, and photos, photos and videos of the participants, photos and videos of other acquaintances.

*Offline Shared Content Discussion.* Offline Shared Content Discussion measured the likelihood that participants will talk about shared Facebook-relevant content during real-life interactions. The four-category content scale included (1) sensitive information, including health, relationship and family, (2) sensational information, including rapidly breaking news, sports and celebrity gossips, (3) political information, and (4) casual information, including quote from a book or TV show and fun hang out locations (Osatuyi, 2013). All items were measured on a seven-point Likert scale anchored by “Very Unlikely” (score = 1) and “Very Likely” (score = 7) ( $M = 5.30$ ,  $SD = 1.47$ ).

*Offline Photo Discussion.* Offline Photo Discussion measured the extent to which users would describe or comment on Facebook photos during a real-life interaction. The scale was adapted from Miller & Jensen (2007). All items were measured on a seven-point Likert scale anchored by “Very Unlikely” (score = 1) and “Very Likely” (score = 7)

( $M = 4.70$ ,  $SD = 1.70$ ). Items included describe or introduce what is in the photo, describe or introduce who is in the photo, and comment on this photo.

*Digital Self-Presence.* Digital self-presence assessed the extent to which participants realize the existence of a digital-self when using Facebook mechanisms including wall posts, comments, shared contents, and photos. Adapted from Bargh, McKenna & Fitzsimons (2002) and Spitzberg (2006), each item was scored by a five-point Likert scale ranged from “Not all true of me” (score= 1) to “Very true of me” (score= 5) ( $M = 2.29$ ,  $SD = 0.87$ ,  $\alpha = .95$ ). This scale was reverse coded so that higher scores indicated greater digital self-presence.

## Chapter 6: Results

This chapter is organized as follows: data collection of demographic information, a detailed analysis conducted on two research questions, the difference between interaction on Facebook and in real-life, and digital self presence in regards to H2.

All demographic information pertaining to gender, age, race, current year of class, and Facebook are reported into Table 1.

*Table 1: Demographic Information*

Gender	Male	53	30%
	Female	124	70%
Age	20 years old	5	3%
	21 years old	12	7%
	22 years old	49	28%
	23 years old	55	31%
	24 years old	51	28%
	Others	5	3%
Race	White/Caucasian	92	52%
	African American	11	6%
	Hispanic	35	20%
	Asian	32	18%
	Others	7	4%
Current year of class	Freshman	46	27%
	Sophomore	69	39%
	Junior	48	26%
	Senior	11	6%
	Graduate	3	2%
How frequently check Facebook	Not at all	2	1%
	Not very often	15	9%
	Sometimes	37	21%
	Often	68	38%
	Frequently	55	31%

Addressing RQ1, communication ( $M = 4.32$ ,  $SD = 1.45$ ) was found the main reason participants interact on Facebook, followed by self-presentation ( $M = 3.41$ ,  $SD = 1.54$ ).



However, beyond expectation, getting contact information ( $M = 3.85$ ,  $SD = 1.33$ ) was more significant than self-presentation.

*Table 2: Why Students Interact on Facebook*

	Mean	Std. Deviation
Getting to know people better	3.13	1.40
Getting contact information	3.85	1.33
Communicating with friends on campus	4.35	1.39
Communicating with friends not on campus	4.34	1.45
Communicating with friends seen rarely	4.26	1.52
Sending or receiving message	4.34	1.36
Presenting oneself to others	3.41	1.54

Turning to RQ2, wall offline post discussions, offline comment discussions, offline shared content discussions and offline photo discussions varied. Photo description about what ( $M = 4.70$ ,  $SD = 1.79$ ) and who ( $M = 4.79$ ,  $SD = 1.82$ ) is in a photo, and comments on a photo ( $M = 4.79$ ,  $SD = 1.79$ ) were more likely to occur in a real-life interaction. The same situation with shared content, especially casual information like fun hangout location ( $M = 5.62$ ,  $SD = 1.60$ ), sensational information like rapidly breaking news ( $M = 5.33$ ,  $SD = 1.60$ ), and sensitive information related to relationships ( $M = 5.20$ ,  $SD = 1.80$ ).

Participants were not as likely to talk about what they post on Facebook. Anecdotes about the participant ( $M = 3.65$ ,  $SD = 1.95$ ) had the highest likelihood of being discussed in real-life, followed by opinion/complaints ( $M = 3.64$ ,  $SD = 1.93$ ) and general information sharing ( $M = 3.54$ ,  $SD = 1.96$ ). However, participants were less likely to self-promote ( $M = 2.97$ ,  $SD = 1.87$ ). Among items of comments, photo of other acquaintances ( $M = 3.82$ ,  $SD = 1.50$ ) and video of other acquaintances ( $M = 3.71$ ,  $SD = 1.45$ ) had a higher likelihood of being discussed in real-life. Results indicate students like to discuss online photos and videos from acquaintances more than photos ( $M = 3.45$ ,  $SD = 1.46$ ) and videos ( $M = 3.46$ ,  $SD = 1.49$ ) of themselves. Tables 3, 4, 5 and 6 contain the means and standard deviations for all items of interest.

*Table 3: Offline Wall Post Discussions*

<b>Wall Post</b>	Mean	Std. Deviation
General information sharing	3.54	1.96
Self promotion	2.97	1.87
Opinion/complaints	3.64	1.93
Statements and random thoughts	3.47	1.95
What I am doing	3.21	1.95
Questions need to be solved	3.53	1.87
Presence maintenance	3.15	1.81
Anecdotes of myself	3.65	1.95
Anecdotes about others	3.44	1.91

*Table 4: Offline Comment Discussions*

<b>Comment</b>	Mean	Std. Deviation
Your own posts	3.59	1.57
Your own photos	3.62	1.57
Your own videos	3.47	1.53
Photo of yourself	3.45	1.46
Photo of other acquaintances	3.82	1.45
Video of yourself	3.46	1.49
Video of other acquaintances	3.71	1.45

*Table 5: Offline Shared Content Discussions*

<b>Shared Content</b>	Mean	Std. Deviation
Sensitive information-health	4.94	1.92
Sensitive information-relationship	5.20	1.80
Sensitive information-family	5.17	1.82
Sensational information-rapidly breaking news	5.33	1.60
Sensational information-sports	4.32	2.13
Sensational information-celebrity gossip	4.67	2.10
Sensational information-fashion	4.50	1.98
Political information	4.61	1.88
Casual information-interesting quote from a book or TV	5.15	1.69
Casual information-fun hangout location	5.62	1.60

*Table 6: Offline Photo Discussions*

<b>Photo</b>	Mean	Std. Deviation
Describe or introduce what is in the photo	4.70	1.79
Describe or introduce who is in the photo	4.79	1.82
Comment on this photo	4.60	1.80

Hypothesis 1 was supported. There is a significant difference between Facebook and real-life interactions ( $t = 5.29, p < .05$ ). Results indicate the frequency of Facebook interactions is significantly higher than the frequency of real-life interaction. On average, students interacted with the same person at least 5 times on Facebook ( $M = 4.73, SD = 1.79$ ), but only 3 times in real-life ( $M = 3.33, SD = 1.96$ ).

*Table 7: Interaction Frequency*

	<b>Facebook</b>	<b>Real-life</b>
1 time	22	51
2 times	17	36
3 times	19	27
4 times	19	8
5 times	17	13
6 times	18	5
Daily or more	65	37
Mean times	4.73	3.33
Std. Deviation	1.79	1.96

Hypothesis 2a, 2b, 2c and 2d were examined through a correlational analysis. Turning to Table 8, data indicated that digital self-presence was negatively related to wall posts ( $r = -.36, p < .05$ ) and comments ( $r = -.29, p < .05$ ) discussed offline. Further, shared content discussions ( $p > .05$ ) and photos discussions ( $p > .05$ ) were not related to digital self-presence. All correlations were counter to the predicted direction and thus H2a-d is rejected.

*Table 8: Facebook Mechanisms and Digital Self Correlations*

	Digital Self-Presence
Digital self	1
Offline Wall Post Discussion	-.36**
Offline Comments Discussion	-.29**
Offline Shared Discussion	-.15
Offline Photo Discussion	-.08

\* $p < .05$

\*\* $p < .01$

## **Chapter 7: Discussion**

Chapter 7 presents an overview of the results as they relate to the literature presented. Then, potential limitations and conclusions are explicated based on the research findings.

This study sought to explore the presence of the digital self through differences shown in frequency and content interactions: wall posts, comments, shared contents, and photos. In doing so, the importance of comparing Facebook interactions to real-life interactions from an identity development perspective is presented.

### **Why people interact on Facebook**

These data indicate that Facebook interactions are not driven primarily by communication. Although Facebook has merged into their life, and it is a social stage where users take more control over content dissemination, participants in the current study deem Facebook as a communication tool rather than an identity-creation platform. This data is contrary to Davidson (2012) who argued the online self is an edited version of true self. However, it could be that users who build a fake version of self might not be willing to admit this behavior. It is also possible that the digital self is created without consciousness. For example, digital identity can refer to the digital footprint that individuals leave behind after using the Internet for different purposes such as banking or purchasing goods (Whitley & Hosein, 2010), but they will not realize they are leaving clues about their identities. Facebook users might build the digital self when they only

intend to comment on a brand they always like, because the preference of brands is partly from personal traits, which influences the identity creation (Lee, Ahn & Kim, 2014).

### **Facebook interaction has higher frequency**

Consistent with previous research (Pempek, Yermolayeva & Calvert, 2009), Facebook has become an inseparable communication tool in students' daily life. Results indicate they talk to friends more on Facebook than in real life. As it shows, 37% of participants interact with friends on Facebook more than 6 times during the past week. These data indicate that interaction in the digital world is different in frequency and content. When the person they are talking to is the same (online and offline), participants interact with him or her more through Facebook. Moreover, participants indicated frequently checking Facebook with 31% of participants claiming they check Facebook "frequently" and 38% reported checking "often." This perhaps speaks to the convenience of social media.

### **Facebook interactions have different content**

Facebook and real-life interactions are different in content. Photos and shared content are more likely to be discussed than wall posts and photos. According to results, photo descriptions about what or who is in a photo, and comments on a photo were more likely to occur in real-life. For photos, it is probably due to the similar platform they are displayed. When participants show photos to others, they are usually through post on social media or saved in a digital device that allows users to share them online. So, if the individual post a photo online with a description and comments, it is likely the individual will also show the photo to friends offline. Shared content, such as casual information,

sensational information, and sensitive information were also likely to occur in real-life interaction. For the shared comments, participants did not expect to leak information related to self-image, because they are talking about what happened to others.

Participants were not as likely to talk about what they post on Facebook. Anecdotes about the individual, like travel plans or accomplishments are the most likely to occur in real-life, following by opinion/complaints, such as rating a restaurant, as well as general information. However, participants were not likely to talk about self-promotion. It is possible that self-promotion is a proper way to build self online rather than offline. In terms of comments, comments on photos and videos of other acquaintances were slightly more likely to occur in real-life. So, students tend to comment on online photos and videos from acquaintances more than those of themselves. Again, results show that students prefer to talk about others not themselves in real-life. Combined with the higher interaction frequency, it is possible online environments contribute more to self-presentation. Since they are referring to the same audience, the physical presence hinders the willingness to express self. It is suggested by Impression Management that the audience is critical to decide how people interact with them (Davidson, 2012, p. 214), but in this study students have different ways of interaction even with the same audience.

### **Facebook mechanisms and digital self**

According to data, when participants post on their wall, make comments, share contents and upload photos on Facebook, they believe they are not representing themselves. The more likely they are going to talk about their Facebook using, the less they realize the digital self presence. Meaning, the Facebook mechanisms do not

represent who they are in real-life. This supports previous research that the digital self may not always represent the actual self (Koles and Nagy, 2012). Goffman (1959) proposed that interactions serve a function of presenting an image of the self (Rosenberg and Egbert, 2011, p. 2). People plan their performance to gain the desired impression, and, as such, they plan to use Facebook mechanisms differently. In CMEs, specifically social networks like Facebook, there are many ways to portray an identity. This research points out some users reflect a real self through Facebook mechanisms, while others construct a digital self different from real self. The result supports Digital Identity Theory by proving that the interaction on social media is a fundamental difference in forming a digital identity (Davidson, 2012).

### **Limitations and Future Research**

There are several limitations of this study. First, The study used a convenient sample and thus there is no generalizability from these data. Thus, future research should extend to participants in a wider age and geographical range, and different occupations. Second, only one social networking site was assessed. However youth such as those in the current study use more than one social media (Pempek, Yermolayeva & Calvert, 2009, p. 237) at the same time and users may customize their use by each social media outlet. Thus, future research should extend the ideas presented to outlets that are more content (e.g., Twitter) and visual (e.g., Instagram) by nature. Third, the way people use social media changes quickly and thus, it is important to capture the data and publish updated findings in a timely manner. Lastly, the wall posts measure is limited. Future research should count the number of key words in posts.



Facebook interactions suggest that social media has change communications on both frequency and content. As demonstrated through this study, online environments should provide researchers new opportunities to understand the influence that interactions have on digital identity presence.

## Appendix A Survey

Q3. For the following questions, please reference ONLY ONE person you interact with both offline (in person) and on Facebook within the past week.

Q4. Please indicate your interaction frequency with this friend:

	How often did you interact with this friend on Facebook in the past week?	How often did you interact with this friend offline in the past week?
	Answer 1	Answer 2
1 time	<input type="radio"/>	<input type="radio"/>
2 times	<input type="radio"/>	<input type="radio"/>
3 times	<input type="radio"/>	<input type="radio"/>
4 times	<input type="radio"/>	<input type="radio"/>
5 times	<input type="radio"/>	<input type="radio"/>
6 times	<input type="radio"/>	<input type="radio"/>
Daily or more	<input type="radio"/>	<input type="radio"/>

Q5. What do you usually post on your Facebook that can seen by this friend?

	Please indicate all applicable answers	Would you talk about similar topics with this friend offline?					
	Answer 1	Very unlikely	Unlikely	Somewhat unlikely	Neutral	Somewhat likely	Very likely
General information sharing (e.g. A new 3D printing process "grows" detailed objects out of liquid, and is 25-100x faster than traditional 3D printers - Quartz )	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self promotion (Check out my blog I just updated!)	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opinion/complaints ("I love iPhone 6"/"Best pizza ever")	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statements and random thoughts ("Sunday should be fun day."/"Sky is so blue today")	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me now ("Having lunch break at work" "After playing tennis we're going to swim.")	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questions need to be solved ("I found this car ket at the bus stop. Whose is it?" "What should be	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the topic of my video?")							
Presence maintenance ("I'm back from Miami." "Have a great Monday everyone!")	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anecdotes of myself ("I got a big prize during SXSW!" "I'm going to Seattle this weekend!")	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anecdotes about others ("My roommate's dog always biting her shoes." "Jimmy Kimmel talking to my friend!")	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. How likely would you comment on the following (on Facebook)?

	Please choose your answer							Would you talk about this with this friend offline?					
	Ver y unli kely	Unli kely	Som ewha t likel y	Ne utra l	Som ewha t likel y	Lik ely	Ve ry lik ely	Ver y unli kely	Unli kely	Ne utra l	Som ewha t likel y	Lik ely	Ve ry lik ely
Your own posts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your own videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photo of your self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video of yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photo of other acquaintances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video of other acquaintances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Random things other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. How likely would you share this kind of information with this friend on Facebook?

	Please choose your answer							Would you share information in this category with this friend offline?						
	Very unlikely	Unlikely	Somewhat unlikely	Neutral	Somewhat likely	Likely	Very likely	Very unlikely	Unlikely	Somewhat unlikely	Neutral	Somewhat likely	Likely	Very likely
Sensitive information - health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive information - relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive information - family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensational information -	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

rapidly breaking news														
Sensational information	○	○	○	○	○	○	○	○	○	○	○	○	○	○
sports														
Sensational information	○	○	○	○	○	○	○	○	○	○	○	○	○	○
-celebrity gossips														
Sensational information	○	○	○	○	○	○	○	○	○	○	○	○	○	○
-fashion														
Political information	○	○	○	○	○	○	○	○	○	○	○	○	○	○

– eg., death of politicians, US presidential election Casual information – interesting quote from a book or TV show)														
Casual information – fun hangout location	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Oth	○	○	○	○	○	○	○	○	○	○	○	○	○	○



ers (Please describe)														
-----------------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Q8. If you're going to post a photo this friend can see on Facebook, how likely would you:

	Please choose your answer							Would you do this with him/her offline?						
	Ver y unli kel y	Unl ikel y	Som ewh at unlik ely	Ne utr al	Som ewh at likel y	Li kel y	V er y lik el y	Ver y unli kel y	Unl ikel y	Som ewh at unlik ely	Ne utr al	Som ewh at likel y	Li kel y	V er y lik el y
Des crib e or intro duce wha t is in the phot o	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Des crib e or intro duce who is in the phot o	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co mm ent on this phot o	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9. Indicate the degree to which each statement regarding your use of Facebook is true or untrue of you, using the following scale:

	Not all true of me	Mostly not true of me	Neither true nor untrue of me	Mostly true of me	Very true of me
Posts on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared information (not original) on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Photos on Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Why do you interact through Facebook?

	Never	not much	Some	Neutral	Quite a bit	A whole lot
Getting to know people better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting contact information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with friends on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with friends not on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with friends seen rarely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending or receiving messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting oneself to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making posts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11. Which of the following best describes the friend you have been referencing?

- ☐ Friends seen regularly
- ☐ Hometown friends not seen regularly
- ☐ College friends not seen regularly
- ☐ Acquaintances
- ☐ Siblings, cousins
- ☐ Strangers
- ☐ Parents
- ☐ Others

Q12. Approximately how much time do you usually spend on the Internet everyday?

	On weekdays	On weekends
Write down the time you spend on average per day as hours:minutes	Answer 1	Answer 2

Q13. Approximately how much time do you usually spend on Facebook everyday?

	On weekdays	On weekends
Write down the time you spend on average per day as hours:minutes	Answer 1	Answer 1

Q14. How frequently do you check Facebook?

- ☐ Not At All
- ☐ Not very often
- ☐ Sometimes
- ☐ Often
- ☐ Frequently

Q15. How many times per day do you check Facebook?

Q16. Why do you typically go online?

	On weekdays	On weekends
	Answer 1	Answer 2
E-mail	<input type="checkbox"/>	<input type="checkbox"/>
Research for school	<input type="checkbox"/>	<input type="checkbox"/>
Chat	<input type="checkbox"/>	<input type="checkbox"/>
Shopping	<input type="checkbox"/>	<input type="checkbox"/>
News	<input type="checkbox"/>	<input type="checkbox"/>
Games	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>
Others (please describe what it is )	<input type="checkbox"/>	<input type="checkbox"/>

Q17. Please rank the social media you use from most to least during weekdays

- \_\_\_\_\_ Facebook
- \_\_\_\_\_ Twitter
- \_\_\_\_\_ Pinterest
- \_\_\_\_\_ LinkedIn
- \_\_\_\_\_ Instagram
- \_\_\_\_\_ Google+
- \_\_\_\_\_ Tumblr
- \_\_\_\_\_ Others

Q18. What year were you born?

Q19. What is your gender?

- ☐ Male
- ☐ Female

Q20. What is your current class year?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate

Q21. What is your race?

- ☐ White/Caucasian
- ☐ African American
- ☐ Hispanic
- ☐ Asian
- ☐ Native American
- ☐ Pacific Islander
- ☐ Other \_\_\_\_\_

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